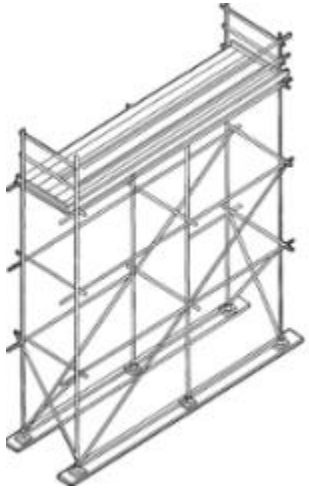
STRATEGIC SCAFFOLDS FOR ENGLISH LEARNERS TO BUILD AND STRENGTHEN ACADEMIC WRITING



Presented By:

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Welcome and Introduction

- Structured writing instruction + specific teacher or peer feedback = improvement in linguistically diverse students' writing

- By the end of this session, you will be able to:
  1. Define instructional scaffolds;
  2. Explain the five phases of academic writing;
  3. List and explain strategic scaffolds to build and strengthen students' academic writing during each phase of the academic writing process.

Self-Reflection Tool

Conference…

- Validate current practices
- Reinvigorate dormant/ underused practices
- Learn new practices
- Inspire individuals to seek out more information on particular practices

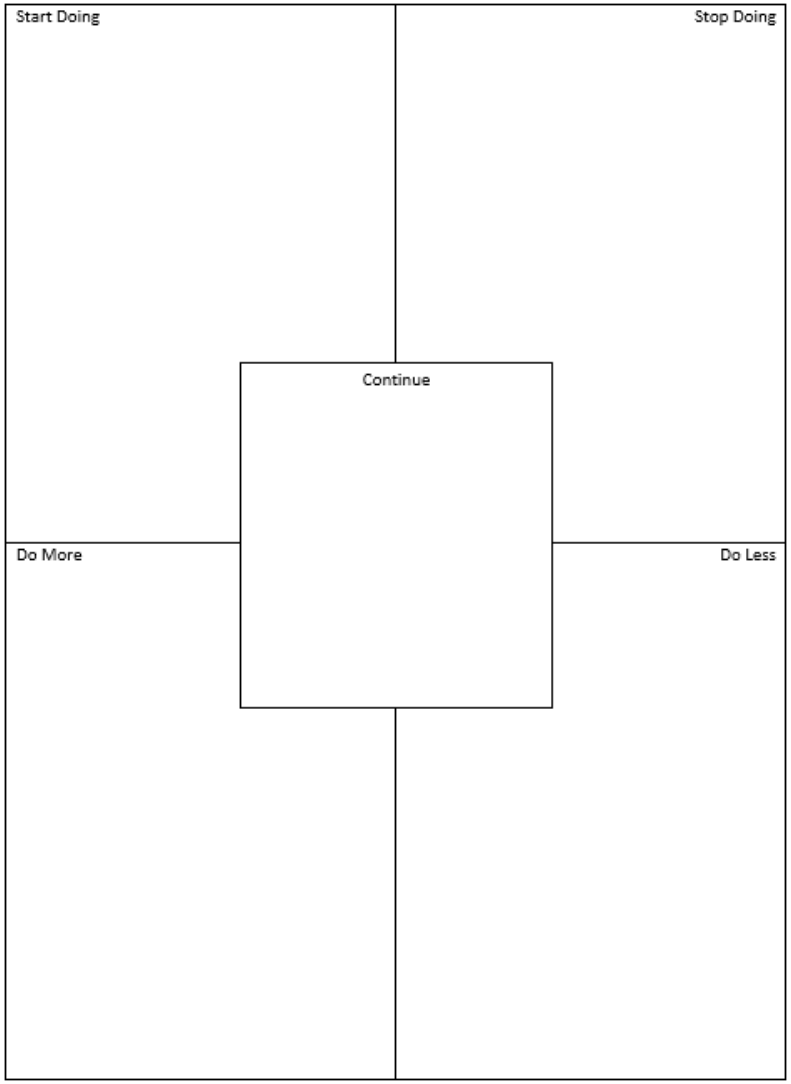

Table Talk

The brain is a pattern-seeking device, designed not to have to think.

Discussion Question:

What implications does this fact have on writing instruction, particularly for English learners?

Purpose of Scaffolding

- Temporary help that assists a learner to move toward new concepts, levels of understanding, and new language
- Enables a learner to know how to do something (not just what to do), so that they will be better able to complete similar tasks alone

Scaffolding is Future-Oriented

Behind the Scenes… PLCs at Work

- Deconstructing a Writing Standard

Writing Standard:			
Learning Targets / Success Criteria	Example of Rigor	Prerequisite Language Skills	Scaffolds in Ascending Order

Deconstructing a Writing Standard

Grade 4

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

    a. Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.

    b. Provide reasons that are supported by facts and details.

    c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

    d. Provide a concluding statement or section related to the opinion presented.

Deconstructing a Writing Standard

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Deconstructing a Writing Standard

Writing Standard: W.4.1. - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			
Learning Targets / Success Criteria	**Example of Rigor**	**Prerequisite Language Skills**	**Scaffolds in Ascending Order**
I can clearly state an opinion.	*Driverless cars should absolutely be allowed on the streets in America.* *See Mentor Text	• modal auxiliary verbs • adverbs of manner • positive/ negative connotations	• *Sentence Frames / Starters* • *Oral Language Practice: Philosophical Chairs* • *Color-coded Opinion Statement*

Phases of the Writing Process

Preparing	Analyzing	Organizing	Creating	Finalizing

Creating a Writing Toolbelt

Strategic Scaffolds for Each Phase of the Writing Process

PREPARING	ANALYZING	ORGANIZING	CREATING	FINALIZING

Preparing

Frontloaded Language Lesson

- Explicitly teach prerequisite language skills
- Remember the brain is a pattern seeking device - sentences in isolation

Opinion Writing - Adverbs of Manner

ADVERBS OF MANNER		
_____ly words describe *how* an action happens.		
We use adverbs of manner in opinion writing to make our opinion stronger.		
certainly definitely absolutely undoubtedly unquestionably		
BEFORE THE VERB	AFTER THE VERB	AT THE BEGINNING OF THE SENTENCE
Driverless cars <u>absolutely</u> should be allowed on the streets of America.	Driverless cars should <u>absolutely</u> be allowed on the streets of America.	<u>Absolutely</u>, driverless cars should be allowed on the streets of America.

Preparing

Associated Oral Language Task

- Cognitive - Oral - Written Tasks
- Provide sentence frames to develop new language structures, new use of genre-based academic vocabulary
  - Informative/Explanatory
  - Opinion/Argument
  - Narrative

Preparing

Learning Targets (including language target) and Success Criteria

LEARNING TARGE SUCCESS CRITERIA	w?	
	n almost there.	I've got this.
A. I can determine the task, purpose, and audience of a prompt.		
B. I can clearly state an opir		
C. I can write a topic senten each body paragraph that s my opinion..		
D. I can extract/ select appr evidence to support my opir		
E. I can group related ideas body paragraphs.		

Opinion Writing for Grade 4

Name _____ Teacher _____

LEARNING TARGET/ SUCCESS CRITERIA	Where am I now?			
	I need a lot of help.	I still need help.	I'm almost there.	I've got this.
A. I can determine the task, purpose, and audience of a writing prompt.				
B. I can clearly state an opinion.				
C. I can write a topic sentence for each body paragraph that supports my opinion..				
D. I can extract/ select appropriate evidence to support my opinion.				
E. I can group related ideas into body paragraphs.				
F. I can provide reasons supported by facts and details.				
G. I can link my opinion and reason using transition words and phrases.				
H. I can write an effective introduction that introduces the topic and text clearly				
I. I can write an effective conclusion that relates to the opinion presented.				
J. I can cite the source for all text evidence.				
K. I can use appropriate vocabulary for the purpose and audience.				
L. I can use correct sentence formation and grammar.				
M. I can use correct punctuation, capitalization, and spelling.				

Table Talk

- Review the early primary and secondary examples in the back of your handout
- What are the student benefits of these learning targets and success criteria?
- What are the teacher benefits of these learning targets and success criteria?

Analyzing

R.A.F.T. Prompt Analysis and Aligned Language Resources

R = Role (Who am I as I write?)

A = Audience (Who will be reading my writing?)

F = Format (What type of writing am I responsible for?)

T = Topic (What topics do I need to address in my writing?)

Table Task

R = Role (Who am I as I write?)
A = Audience (Who will be reading my writing?)
F = Format (What type of writing am I responsible for?)
T = Topic (What topics do I need to address in my writing?)

Your school district is considering establishing a district-wide cell phone and mobile device policy. Before making the final decision as to whether students will be allowed to have and use cell phones on campuses across the district, school officials and school board members have decided to conduct research and listen to student and faculty responses regarding the matter. Should cell phones be banned in high schools?

Analyzing

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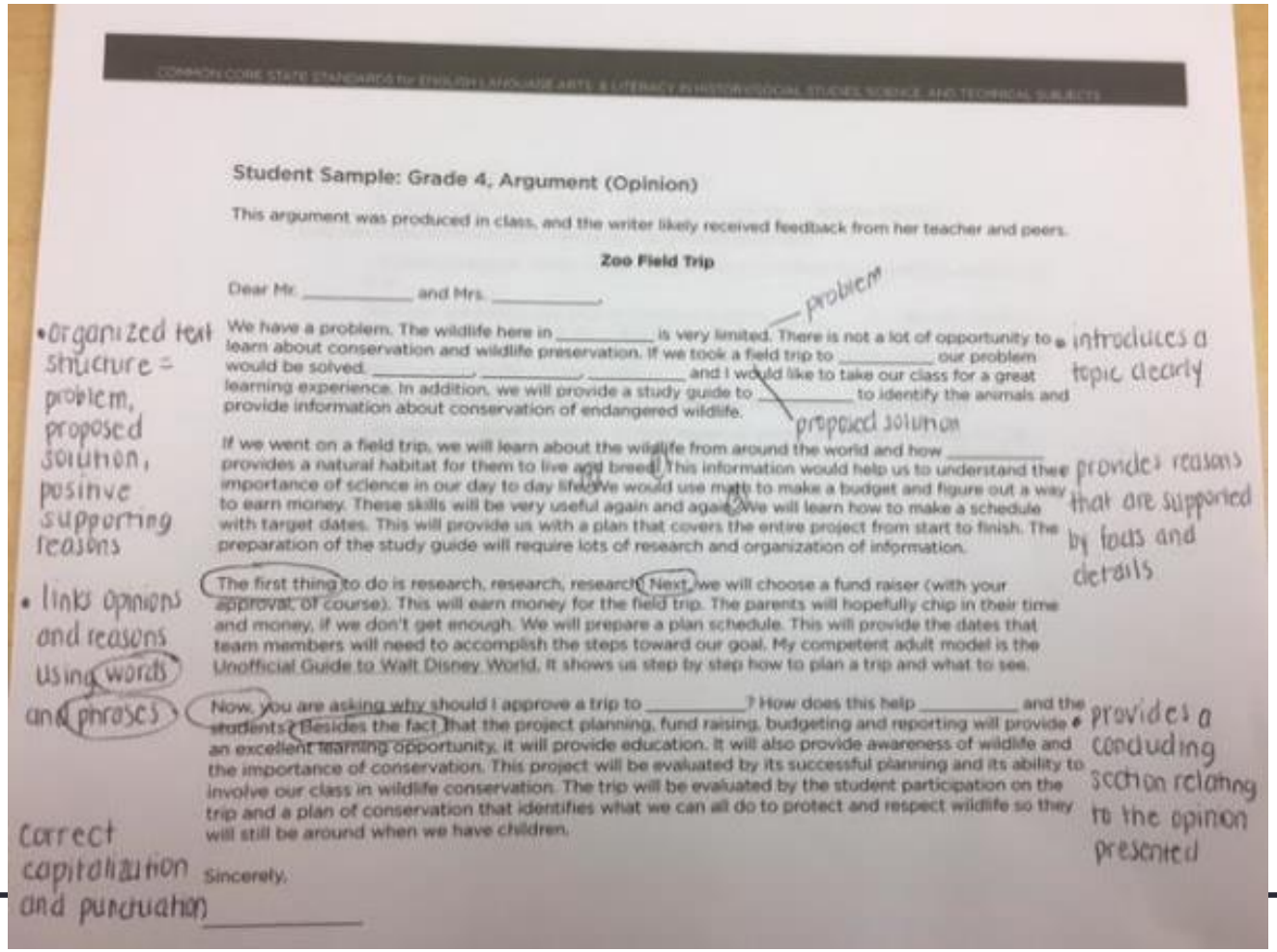
ROLE	AUDIENCE	FORMAT	TOPIC
Level of Formality Tone	Appropriate types of supporting evidence	Genre checklist Grammar structures specific to the genre/task	Tier 2 and 3 words specific to the task

Analyzing

Mentor Text Analysis and Labeling



COMMON CORE STATE STANDARDS for ENGLISH LANGUAGE ARTS & LITERACY in HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Student Sample: Grade 4, Argument (Opinion)

This argument was produced in class, and the writer likely received feedback from her teacher and peers.

Zoo Field Trip

Dear Mr. _____ and Mrs. _____,

problem

We have a problem. The wildlife here in _____ is very limited. There is not a lot of opportunity to learn about conservation and wildlife preservation. If we took a field trip to _____ our problem would be solved. _____, _____, _____ and I would like to take our class for a great learning experience. In addition, we will provide a study guide to _____ to identify the animals and provide information about conservation of endangered wildlife.

proposed solution

If we went on a field trip, we will learn about the wildlife from around the world and how _____ provides a natural habitat for them to live and breed. This information would help us to understand the importance of science in our day to day life. We would use math to make a budget and figure out a way to earn money. These skills will be very useful again and again. We will learn how to make a schedule with target dates. This will provide us with a plan that covers the entire project from start to finish. The preparation of the study guide will require lots of research and organization of information.

The first thing to do is research, research, research! Next, we will choose a fund raiser (with your approval, of course). This will earn money for the field trip. The parents will hopefully chip in their time and money, if we don't get enough. We will prepare a plan schedule. This will provide the dates that team members will need to accomplish the steps toward our goal. My competent adult model is the Unofficial Guide to Walt Disney World. It shows us step by step how to plan a trip and what to see.

Now, you are asking why should I approve a trip to _____? How does this help _____ and the students? Besides the fact that the project planning, fund raising, budgeting and reporting will provide an excellent learning opportunity, it will provide education. It will also provide awareness of wildlife and the importance of conservation. This project will be evaluated by its successful planning and its ability to involve our class in wildlife conservation. The trip will be evaluated by the student participation on the trip and a plan of conservation that identifies what we can all do to protect and respect wildlife so they will still be around when we have children.

Sincerely,

_____

• organized text structure = problem, proposed solution, positive supporting reasons

• links opinions and reasons using words and phrases

Correct capitalization and punctuation

• introduces a topic clearly

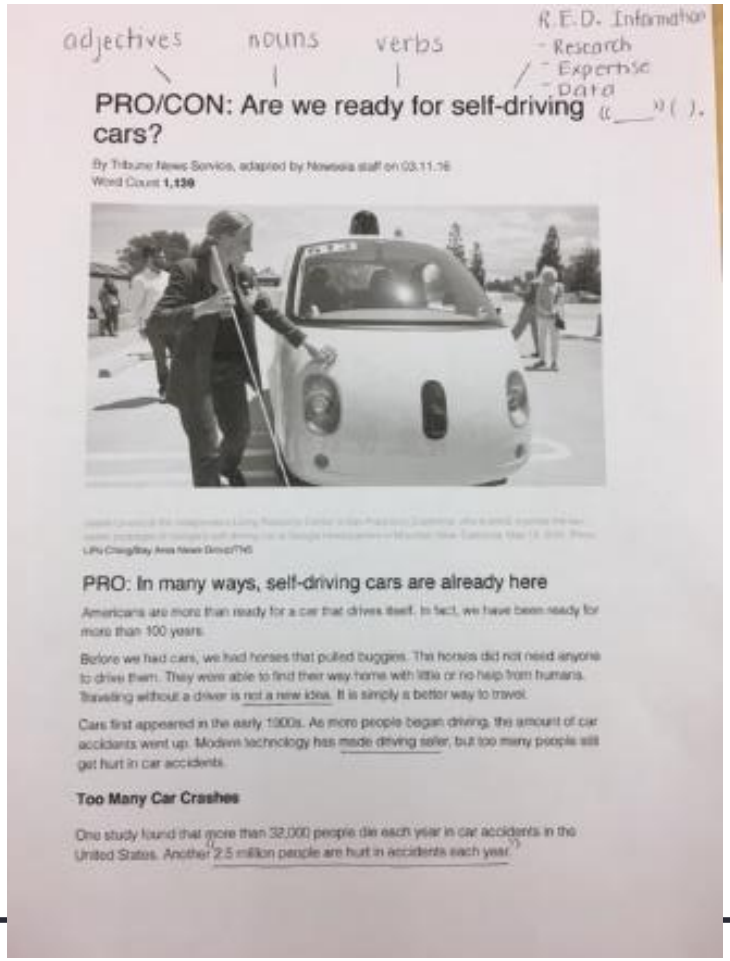
• provides reasons that are supported by facts and details

• provides a concluding section relating to the opinion presented

Analyzing

Extracting Essential Evidence from a Text:

- Adjectives
- Nouns
- Verbs
- R.E.D. Information



adjectives nouns verbs

R.E.D. Information
- Research
- Expertise
- Data

PRO/CON: Are we ready for self-driving cars?

By Tribune News Service, adapted by Newsela staff on 03.11.16
Word Count **1,130**

PRO: In many ways, self-driving cars are already here

Americans are more than ready for a car that drives itself. In fact, we have been ready for more than 100 years.

Before we had cars, we had horses that pulled buggies. The horses did not need anyone to drive them. They were able to find their way home with little or no help from humans. Traveling without a driver is not a new idea. It is simply a better way to travel.

Cars first appeared in the early 1900s. As more people began driving, the amount of car accidents went up. Modern technology has made driving safer, but too many people still get hurt in car accidents.

Too Many Car Crashes

One study found that more than 32,000 people die each year in car accidents in the United States. Another 2.5 million people are hurt in accidents each year.

Almost 95 out of every 100 of these accidents are caused by human mistakes. That figure comes from the National Highway Traffic Safety Administration (NHTSA). This government agency works to make America's roads safe.

We accept all of these accidents because cars are very useful. Self-driving cars are even more useful. Self-driving cars allow people to do other things instead of driving. People could text on their phones, work or just relax.

Self-driving cars use many forms of technology to drive themselves. Radar, cameras and other sensors help the car "see" the world around it. Computers drive the car from one place to another. People do not drive at all. These cars should soon be ready for everyday use.

Self-driving cars remove many of the human mistakes that cause accidents. They also help people who cannot drive themselves get from place to place.

Ready Or Not, Here They Come

Then there is the fact that cars are expensive to buy. The gas that fuels cars is expensive – less expensive too. People also have to buy insurance to protect themselves. A good insurance plan might pay for all the damage caused by an accident. Insurance can cost hundreds of dollars each month. That cost that would be lower with self-driving cars.

lower insurance costs

In some ways self-driving cars are already here. Some of the newest safety improvements in cars come very close to self-driving. New technology can control a car's speed and keep it in its lane. Technology can also help with parking. These are all steps toward a future full of self-driving cars.

Of course, self-driving cars will not be perfect. There will still be a few accidents. There will be some people who will never give up driving their cars themselves. Other people will live in areas where self-driving cars simply may not work.

Self-driving cars help people in so many ways. It makes little difference if Americans are ready for them. Ready or not, self-driving cars will soon be here.

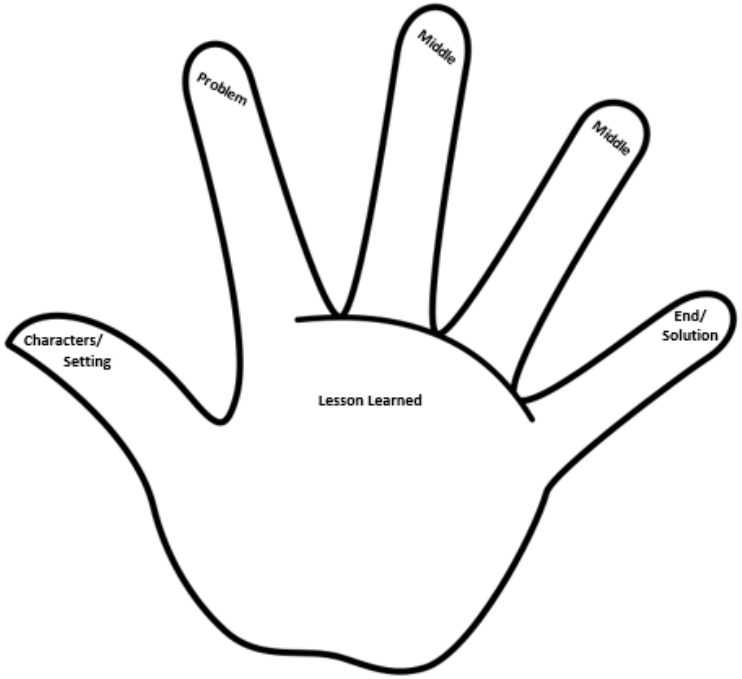
ABOUT THE WRITER: Robert W. Peterson is a teacher at Santa Clara University School of Law. He also writes and teaches about self-driving cars. Readers may write him at Santa Clara University School of Law, Santa Clara, CA

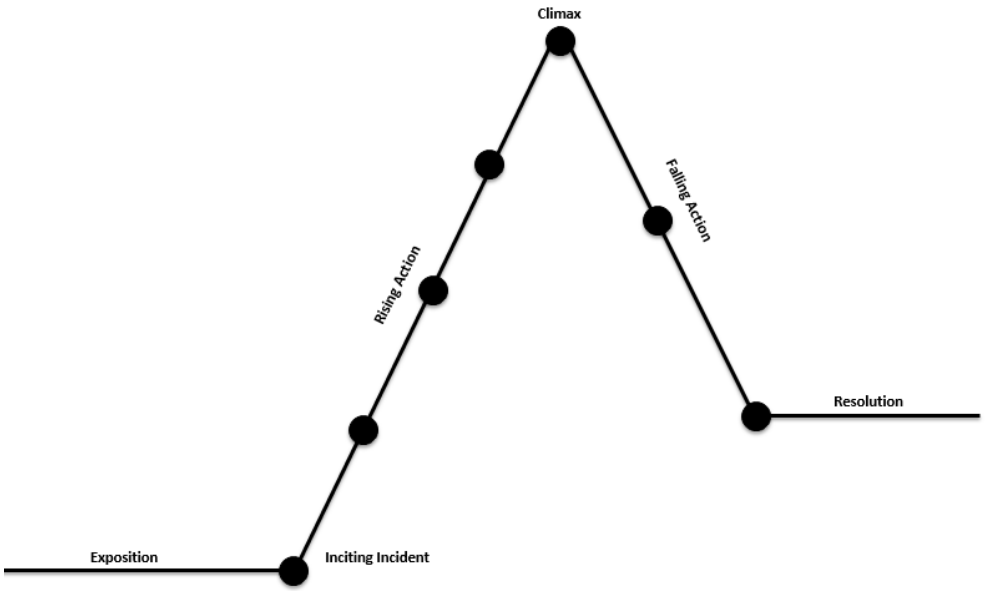
Organizing

Graphic Organizers

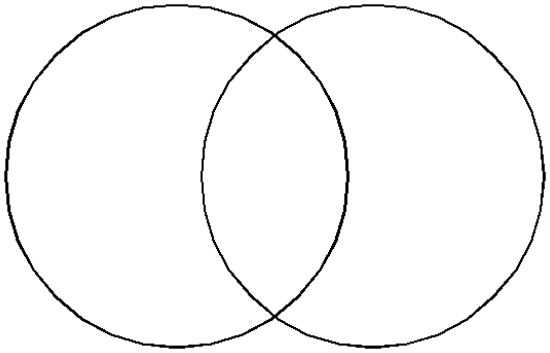
- Align to your genre of writing
- Remember the brain is a pattern seeking device so use consistent graphic organizers for genre across grade levels

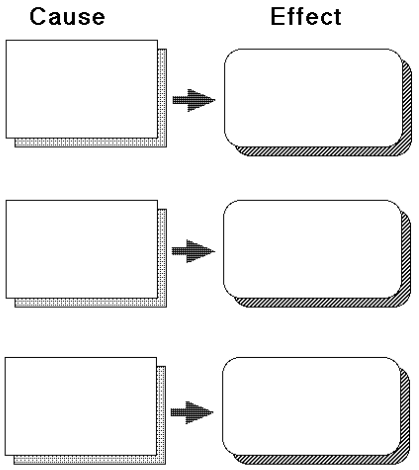
Narrative Writing

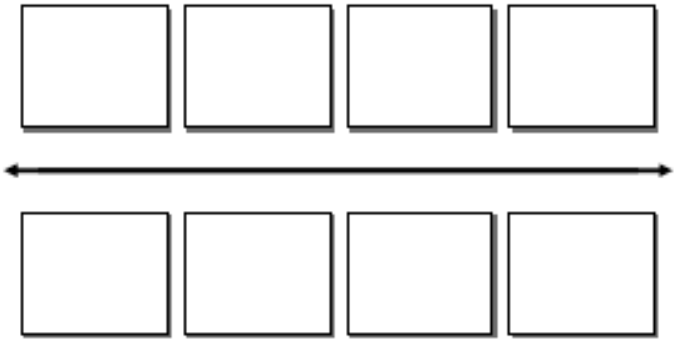




Informative/Explanatory Writing







Opinion/Argument Writing

Topic: _____ Text Type: Opinion/Argument

Option / Position #1:	Option / Position #2:
Supporting Reasons:	Supporting Reasons:
Thesis/ Opinion Statement:	

Organizing

Sorting: An Organization Strategy

(for essay writing)

Physical Characteristics

- webbed feet
- large, muscular back limbs
- large, visible ear drums
- smooth, moist skin

Stages of Life

- larva
- egg
- froglet
- adult frog

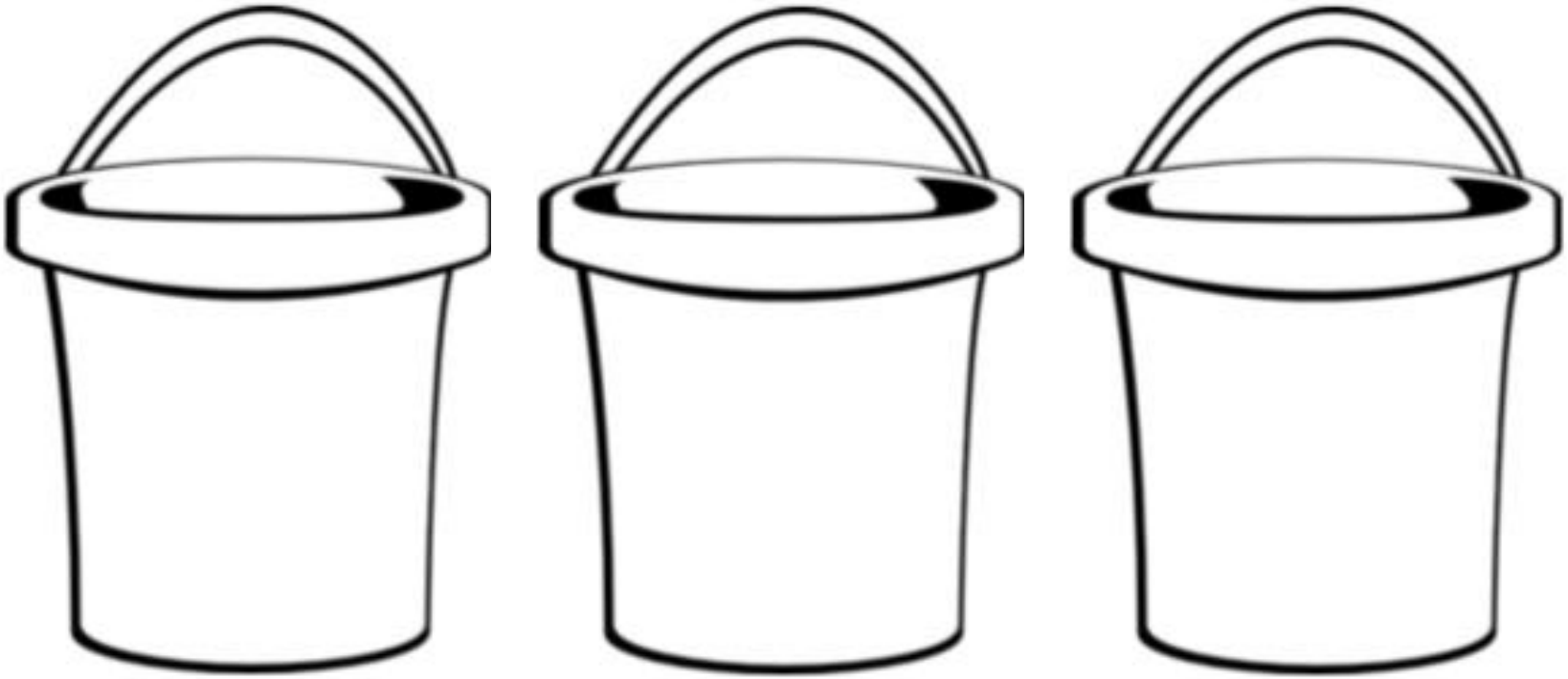
Physical Actions

- launch
- glide
- swim
- leap

Organizing

Sorting: An Organization Strategy

(for essay writing)



Organizing

Drawing Conclusions/ Making Generalizations

- When we make a generalization, we compare the pieces of evidence presented to us by an author and determine what they have in common.
- Then we draw a conclusion, or make a statement, that is true for the *most* of the pieces of evidence and that would be true *most* of the time.
- Topic Sentences = Conclusions/Generalizations

Organizing

Sorting: An Organization Strategy

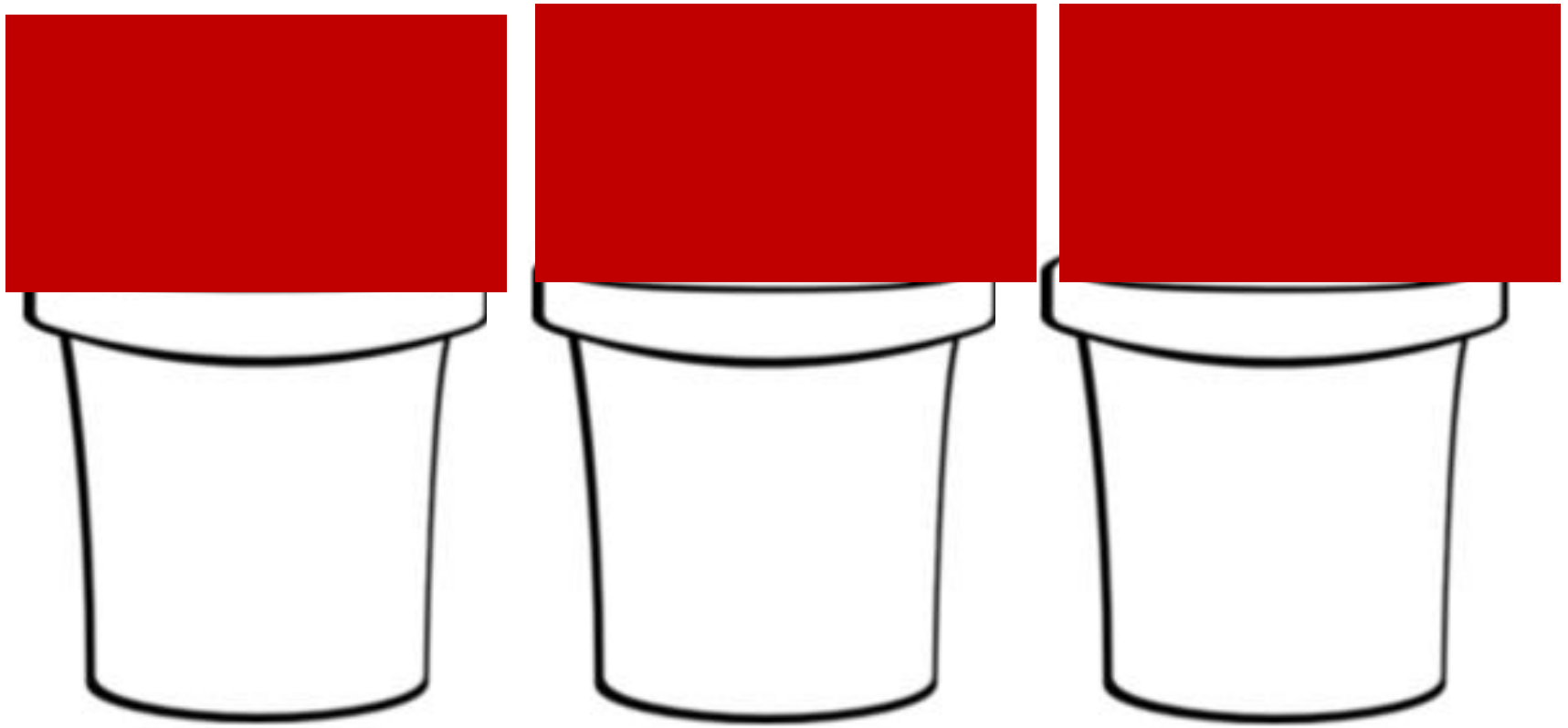
(for essay writing)

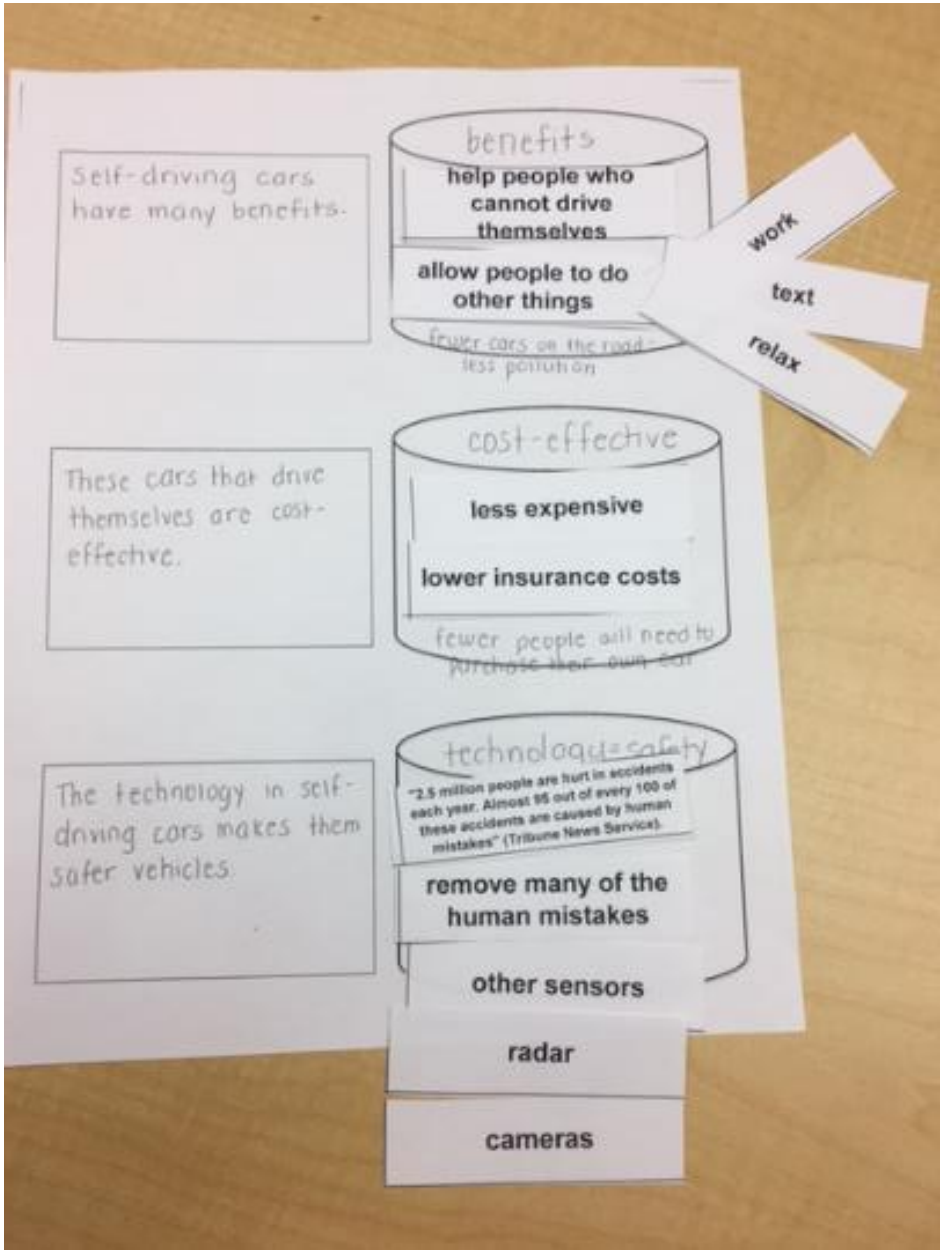
Frogs have unique physical characteristics that help them survive on land and in water.	Frogs go through four distinct stages of life.	Frogs are able to move in different ways because of their physical characteristics.
Physical Characteristics • webbed feet • large, muscular back limbs • large, visible ear drums • smooth, moist skin	**Stages of Life** • larva • egg • froglet • adult frog	**Physical Actions** • launch • glide • swim • leap

Organizing

Sorting: An Organization Strategy

(for essay writing)




Self-driving cars have many benefits.
benefits
help people who cannot drive themselves
allow people to do other things
fewer cars on the road - less pollution
work
text
relax
These cars that drive themselves are cost-effective.
cost-effective
less expensive
lower insurance costs
fewer people will need to purchase their own car
The technology in self-driving cars makes them safer vehicles.
technology=safety
"2.5 million people are hurt in accidents each year. Almost 95 out of every 100 of these accidents are caused by human mistakes" (Tribune News Service).
remove many of the human mistakes
other sensors
radar
cameras

Creating

Sentence Frames - Sentence Starters - Criteria

- Teaching new language
- Requiring students to use new grammatical structures

FRAMES	STARTERS	CRITERIA
The tone of the passage is __ because ___ and ____.	The tone of the passage…	Use the word ‘tone’ and give two reasons in your response.
A synonym for ____ is ___.	A synonym for…	Use the word ‘synonym’ in your response.

Creating

Interrogatives Manipulatives/ Template

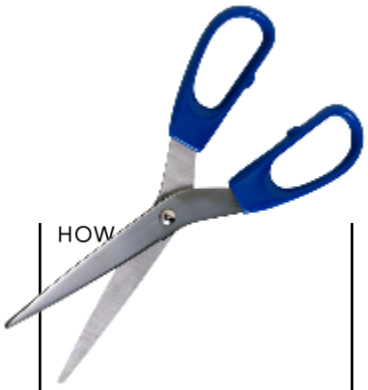
- Sentence expansion through additional answers to the 5 Ws and the H.

SUBJECT - A	VERB - A	WHEN - A	WHERE - A	HOW - A	WHY - A
SUBJECT - B	VERB - B	WHEN - B	WHERE - B	HOW - B	WHY - B
SUBJECT - C	VERB - C	WHEN - C	WHERE - C	HOW - C	WHY - C
SUBJECT - D	VERB - D	WHEN - D	WHERE - D	HOW - D	WHY - D
SUBJECT - E	VERB - E	WHEN - E	WHERE - E	HOW - E	WHY - E

Creating

Interrogatives Manipulatives/ Template

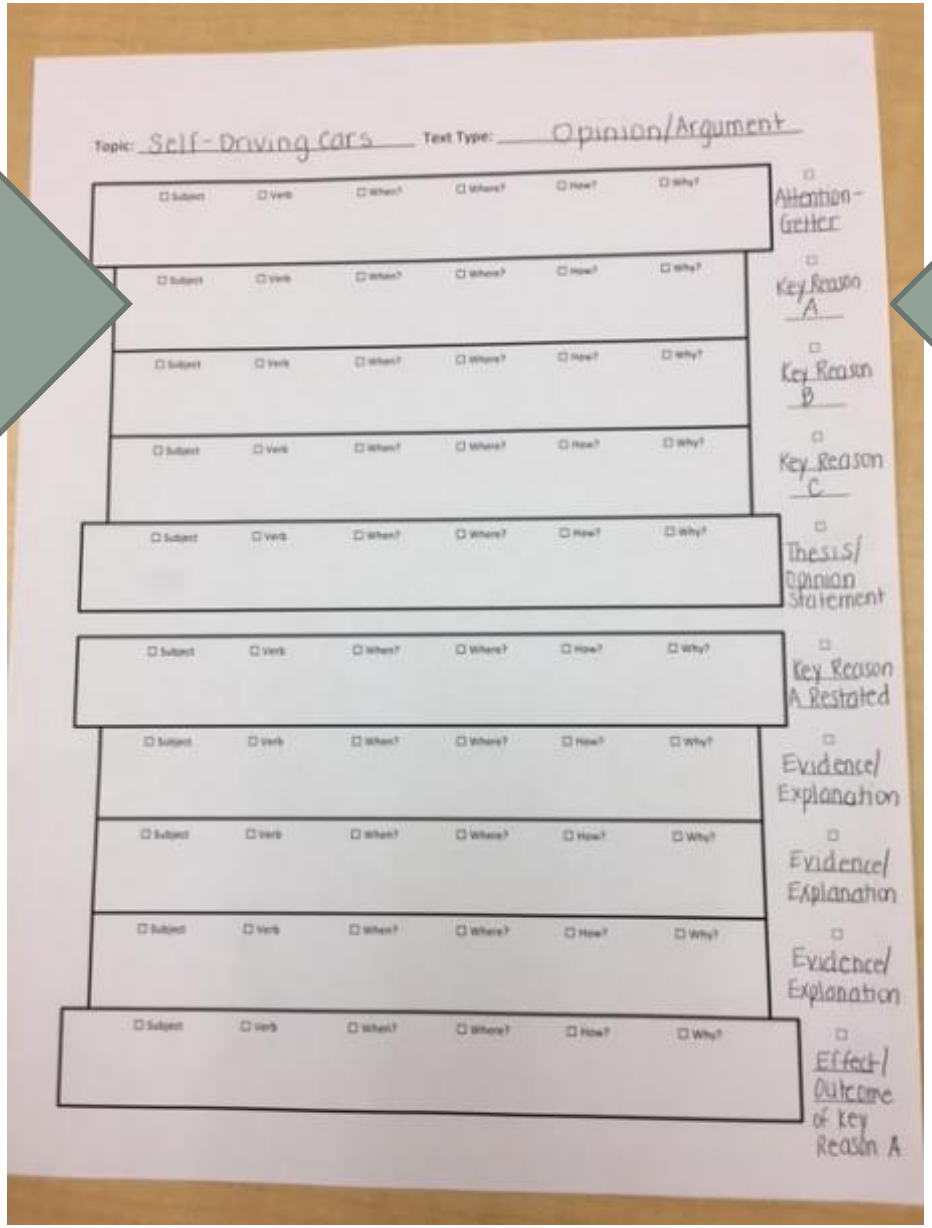
- Sentence expansion through additional answers to the 5 Ws and the H.
- Sentence variety through movement of the interrogatives in a sentence
- Creation of “flow”
  - Time Change: Begin sentence with the WHEN
  - Setting Change: Begin sentence with the WHERE
  - Capture Readers’ Attention / Transition Word: Begin sentence with the HOW
  - Persuade the Reader / Connect a Cause and Effect: Begin sentence with the WHY



SUBJECT - B	VERB - B	WHEN - B	WHERE - B	HOW	WHY - B
driverless cars	will save people money	once they are released	across the country		because people will no longer have to purchase their own vehicle

SUBJECT - B	VERB - B	WHEN - B	WHERE - B	HOW - B	WHY - B
driverless cars	will save people money	once they are released	across the country		because people will no longer have to purchase their own vehicle

Interrogatives Checklist



Criteria Checklist

Creating

Collaborative Writing

Shared Writing

- Teacher and students share ideas, teacher employs metacognitive strategies
- Teacher records while ideas are produced

Interactive Writing

- Teacher and students share ideas, teacher and students employ metacognitive strategies
- Teacher and students share the pen

Creating

Collaborative Writing (Continued)

Jigsaw Writing

- Put students in groups of 3-5
- Each team member is responsible for producing a section of the text (body sentence or body paragraph)
- Group combines sections together and collaboratively produces an introduction and conclusion

Guided Writing

- Teacher and/or students generate criteria checklist
- Students produce writing product in segments
- Teacher checks and provides feedback

Finalizing

Targeted Edit and Revise Task

- Provide explicit steps for edit and revision process
- **Edit**: Foundational Language Skills + CAPS (Capitalization, Punctuation, Spelling)
- **Revise**: Review R.A.F.T. Brainstorming and Revised Based on Criteria

ROLE	AUDIENCE	FORMAT	TOPIC
Level of Formality Tone	Appropriate types of supporting evidence	Paragraph, essay, or letter checklist Grammar structures specific to the genre/task	Tier 2 and 3 words specific to the task

Finalizing

Collaborative Editing

Interactive Editing – Teacher

- Teacher and student jointly check for content and form
- Meaningful dialogue

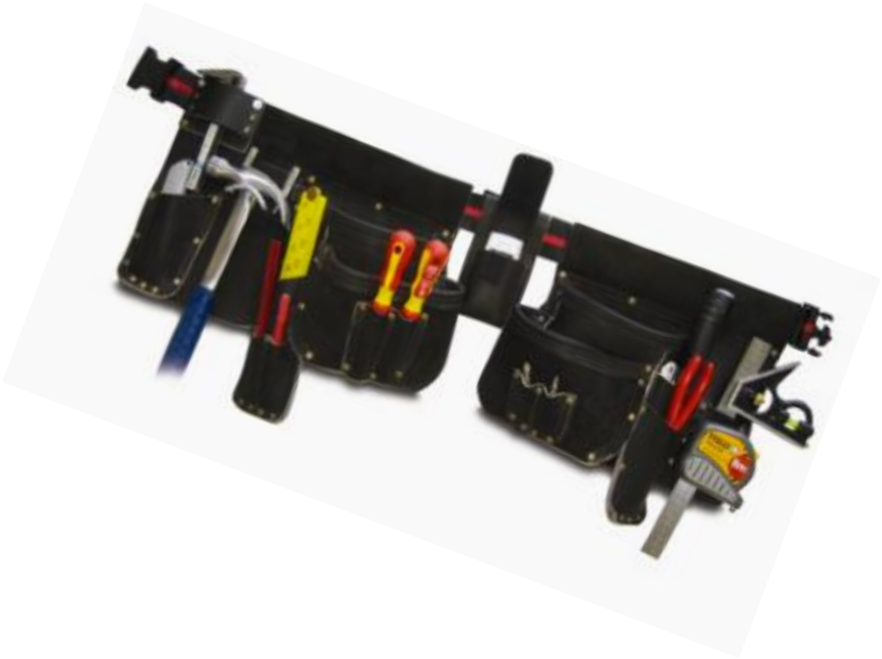
Read-Around Editing – Peers

- Students work in small groups
- Each student reads, edits, and makes revision recommendations a paper
- Papers are passed to the next person in the group and procedures repeated

Finalizing

Self-Assessment and Reflection Tools

- 1st and 9th grade sample learning targets and success criteria
- Students self-assess and reflect before teacher grades

Self-Reflection: Jones Window

Start Doing	Stop Doing
Do More	Continue / Do Less